|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **KEY STAGE 1 DESIGN AND TECHNOLOGY OBJECTIVES COVERAGE** | | | | | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **YEAR 1** | | | | | | | | | | |
| Wonderful World |  |  |  |  |  |  |  |  | **√** | **√** |
| Plains, Trains and Automobiles | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  |  |
| All creatures great and small |  |  |  |  |  |  |  |  |  |  |
| **YEAR 2** | | | | | | | | | | |
| From Hanley to Hackney | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  |  |
| Out of India |  |  |  |  |  |  |  |  | **√** | **√** |
| The Twits |  |  |  |  |  |  |  |  |  |  |
| Harry Potter (Grove transition unit) | **√** | **√** | **√** | **√** |  | **√** |  |  |  |  |

**Key Stage 1 Design and Technology Objectives**

Pupils should be taught to:

**Design**

1. Design purposeful, functional, appealing products for themselves and other users based on design criteria
2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and , where appropriate, information and communication technology

**Make**

1. Select form and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
2. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

1. Explore and evaluate a range of existing products
2. Evaluate their ideas and products against design criteria

**Technical Knowledge**

1. Build structures, exploring how they can be made stronger, stiffer and more stable
2. Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products

**Cooking and Nutrition**

1. Use the basic principles of a healthy and varied diet to prepare dishes
2. Understand where food comes from